

## INFORMATION

**AGENDA ITEM:** CLSA Special Services Program - Literacy**GENERAL OVERALL PROGRAM UPDATES:**

**CURRENT STATUS:** CLSA Special Services Program activities are organized in two major components: 1) activities undertaken to implement State Board priorities for emphasizing services to the underserved in other CLSA Programs (e.g., System Reference); and, 2) services supported with funds allocated to the CLSA Special Services Program, currently the library-centered adult literacy services known as the California Library Literacy Service (CLLS), and the Families for Literacy Program (FFL). These programs together are known as the California Literacy Campaign (CLC).

Application materials and instructions have been mailed to all eligible participants for the CLLS and Families for Literacy Programs (See Exhibits A and B to this agenda item). Exhibit C is the cover memo for the Matching Funds Procedures sent to CLC Library Directors (currently in year 5).

**New CSL Literacy Staff**

Three new Library Programs Consultants have been hired by CSL to fill vacancies in the area of literacy.

- Cindy Costales has administered the literacy program for County of Los Angeles Public Library for nearly 10 years. She is a children's librarian and holds an MLS.
- Carla Lehn currently runs her own consulting firm in Hawaii but will be returning to California to accept this new position. Mrs. Lehn has extensive experience in volunteer programs and community development, and has served as an outside consultant to the State Library on a number of grant projects in these areas.
- Valerie Stadelbacher is the Senior Librarian-Outreach Services/Library Literacy Coordinator for Corona Public Library. She has coordinated both adult and family library based literacy programs and holds an MA in English.

**New LSTA Funded Project Supports FFL Programs**

Using a federal LSTA grant, a new project specifically geared to supporting new FFL programs began this year. **Parenting Skills Information: Families Growing Together, A New Methodology** is testing the value of a combination methodology for assisting new FFL coordinators in fulfillment of the FFL program element which required the provision of parenting information and assistance to parents/caregivers in the program. This is especially needed in 2000/01 because 22 new FFL programs began this year and 6 others have new FFL coordinators.

**Families Growing Together** provides new coordinators with a combination of *Growing with*

***Mother Goose*** (GMG) materials, specialized training in use of the GMG curriculum and in facilitation of parenting discussions, and a modest level of technical support for the coordinators in their first year from a consultant with specific experience and training in parenting skills development. GMG is a curriculum that uses children's books and discussions to help parents of children 3-4 years of age cope with the joys and challenges of toddlers.

Sally Anderson, Executive Director of the Vermont Center for the Book that created the GMG program, and Regina Borhoquez, FFL Coordinator at Escondido Public Library, conducted 2 one-day training sessions for local FFL staff. 60 people attended the March 19<sup>th</sup> session held at Colonial Heights Branch of the Sacramento Public Library and 45 attended the March 21<sup>st</sup> session held at the Monterey Park Library. Local programs will now use the MGM materials with their FFL parents and caregivers.

**RELATED ISSUES TO COME BEFORE THE BOARD IN THE FUTURE:**

1. 2001/02 plans for implementing the adult and family literacy programs.
2. Consideration of CLLS BCP for 2002/03 (June).
3. Consideration of FFL BCP for 2002/03 (June).

Relevant Committee: Literacy

Staff Liaison: Al Bennett

## MEMORANDUM

TO: CLC Coordinators in years 2-5 of CLLS  
cc: CLC Library Directors (**MEMO ONLY**)

FROM: Carole Talan, Literacy Programs Coordinator

DATE: April 6, 2001

**SUBJECT:** *2001/02 Literacy Plans of Service and Budget Requests*

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Enclosed are forms and instructions for submitting your 2001/02 literacy Plan of Service and Budget Request.

**Return the completed documents postmarked no later than May 31, 2001.**

I also enclose a copy of the California Library Literacy Service Act. This law provides statutory authority for the activities of the California Literacy Campaign and authorizes a continuing partnership between State and local government beyond the five year literacy service establishment period. Be sure the activities you describe in your Plan of Service are for the purposes of this Act, and that you are preparing for the different relationship to the State that will begin at the end of your first five years of CLSA funding.

Also, please note **the address to which the Plan of Service/Budget should be sent:**

<b><u>First class</u></b>	<b>California State Library</b>
<b><u>US mail:</u></b>	<b>Budgets/Local Assistance, Literacy</b>
	<b>P.O. Box 942837</b>
	<b>Sacramento, CA 94237-0001</b>

Call me at 916-653-8032, or email at ctalan@library.ca.gov if you have questions about this memo.

Enclosures

**GUIDELINES FOR FILING PLANS OF SERVICE AND BUDGETS**

**FOR**

**CALIFORNIA LIBRARY LITERACY SERVICE**

**2001/02**

Contents:

- A. Background on the CLLS
- B. General Information
- C. Conditions of Awards
- D. General Instructions and Forms
- E. 2001/02 CLLS Funding Projection by Local Program

April 2001

## **A. BACKGROUND INFORMATION ON THE CALIFORNIA LIBRARY LITERACY SERVICE**

The California Literacy Campaign (CLC) began in 1984 with funds under Title I of the Library Services and Construction Act (LSCA). An amendment to the state budget introduced by State Assembly Member Tom Bates and signed by Governor George Deukmejian in 1984 established the CLC as a public library service under the California Library Services Act (CLSA), administered by the California Library Services Board (CLSB). On January 1, 1999, the CLSB became the Library of California Board (LCB).

The California Library Literacy Service (CLLS) was created as Chapter 1095 of the California Statutes of 1990. The bill was known as AB 3381, introduced in the State Assembly by Assembly Member Bill Baker, and co-authored by Senator David Roberti in the State Senate. This addition of Article 4.2 (commencing with Section 18733) to Chapter 4 of Part II of the Education Code codified and enhanced the activities of the California Literacy Campaign.

The CLC grew from twenty-seven local literacy programs in its first year to one hundred four public library literacy services in fiscal year 2000/01.

Initial grants are awarded to public libraries upon approval of voluntary applications. During an establishment period of five years a transition takes place from State to local responsibility. With the enactment of the California Library Literacy Service Act, the State for the first time was permitted to provide matching funds beyond the establishment period. A dollar-for-dollar match is authorized, but only to the extent that funds are available after providing for those libraries still in their first five years of funding and new programs started as determined by the LCB.

In 1988, the Families For Literacy (FFL) program began as a separate CLSA activity linking adult literacy services with public library children's services. FFL funds are awarded through a separate application process.

A clear and distinct philosophy has evolved during the development of the CLC as California's public libraries have responded to the needs of their underserved populations. Much of this distinctive approach to adult literacy development was codified in the CLLS Act.

Those who cannot read are deprived of access to the services public libraries offer to all people. The CLLS aims to remove the barrier of illiteracy. The CLLS delivers highly-personalized adult literacy instruction primarily by trained volunteers. The CLLS focuses on out-of-school youth and adults for English language literacy instruction.

"English language literacy instruction" refers to instruction in reading and writing for people who speak but cannot read and write English. The emphasis is on "literacy" rather than the prerequisite conversational use of English. This contrasts to "English as a Second Language," which requires separate and specialized training for tutors and is not funded under the CLLS Act. ESL historically has been more readily available than basic literacy services through other organizations in California. The CLLS works to complement ESL and the literacy activities of other organizations through cooperative relationships at the State and local level.

Initial State funding is based on a written application that includes a Plan of Service and Budget. Subsequent State funding is formula-driven and requires approval by the State Librarian of annual Plan of Service and Budget documents.

Program and financial reports are submitted to the State Library Semi-annually.

The CLLS encourages a learner-centered approach to adult literacy development. A wide range of materials and instructional methods is found among the participating libraries. New approaches to literacy development have grown out of CLC practice and are implemented along with more familiar methods.

Consultation and technical assistance is provided to library literacy programs by the California State Library.

Local CLLS programs receive learners and tutors from many sources. They include self-referral, adult basic education in local education agencies, health and human service agencies, employment development agencies, local volunteer services, and other governmental and nongovernmental organizations whose clientele need literacy services or can serve as volunteers for literacy.

Local CLLS programs provide referrals to such programs as adult basic education, English as a Second Language, other literacy programs (e.g. Laubach Literacy Action and Literacy Volunteers of America) and agencies providing ancillary services including health, legal and counseling.

Broadcast and print media public relations and publicity activities are developed by local programs and regional networks of library programs working together. Many local programs exchange newsletters. State specialists consult by e-mail, fax, correspondence, telephone, and site visits. Local programs are encouraged to participate in regional collaborative networks.

The principle challenges local library literacy services address are as follows:

- ❑ Recruitment of adult learners and tutors
- ❑ Training of volunteers and paid staff
- ❑ Matching and support of tutors and learners

- ❑ Introducing and reinforcing basic family literacy concepts
- ❑ Instructional support
- ❑ Coalition building
- ❑ Development of new reader support groups
- ❑ Communications for literacy awareness and recruitment
- ❑ Planning and evaluation
- ❑ Resource development, including local funding during the sixth and subsequent years

## **B. GENERAL INFORMATION**

1. **Administration.** The California Library Services Act (CLSA) is administered by the Library of California Board (LCB). On January 1, 1999, the CLSB became the Library of California Board (LCB). The California State Librarian serves as Chief Executive Officer of the LCB. Funds are awarded to local California Library Literacy Service (CLLS) programs by the Chief Executive Officer in accordance with eligibility and fund allocation policies determined by the LCB. Citizen input and advice on the state program are provided to the Library of California Board.
2. **Eligibility.** California public libraries are eligible to apply for CLSA Literacy program financial assistance for the California Library Literacy Service (CLLS).
3. **Period of State Financial Assistance.**

California Library Literacy Service programs are initiated with State funds to establish a new and ongoing public library service. Full funding is provided with State funds during the first three years so that a track record can be established. The library literacy service should be highly visible and greatly valued by the local community so that by the fourth year the local public library jurisdiction will be prepared to accept increasing responsibility for funding as the program is transitioned from State to local ownership.

### **ESTABLISHMENT PERIOD**

The law specifies a five year financial assistance plan for the support of CLLS programs as the establishment period for local library literacy services. The percentage of CLSA approved annual operating budget to be provided each year is as follows:

<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>
<b>75%</b>	<b>100%</b>	<b>100%</b>	<b>75%</b>	<b>50%</b>

Public libraries are eligible for funding allocations based on the five-year formula outlined above. In planning for the initial budget, it is important to develop an annual budget large enough to become well established during the first three years when the State contribution is high, but not so large as to be beyond the means of locally developed resources during the transition to local funding during years four and five, and beyond. Funds from local sources should increase during the fourth and subsequent years to assure strength for the ongoing literacy service.

### **MATCHING FUNDS PROGRAM - Sixth and Subsequent years**

The law also provides for ongoing State funding for local CLLS programs on a matching basis after completion of the five-year establishment period. The law **authorizes** a maximum of a 100% State match of private and local public funds committed by a public library for the purposes of the CLLS. The **actual** percentage of match is determined each year by dividing unapportioned funds among qualifying established CLLS libraries in a manner that reflects relative degree of local funding.

In 1990/91 (the year the matching program began) the match was \$1 of State to approximately \$9 of local funds. The match ratio in 2000/01 was \$1 of State to \$5.51 in local funding. An ongoing priority of the LCB is to achieve a State appropriation sufficient to provide the full \$1 for \$1 State to local match.

**4. Target Populations.** Undereducated adults in the United States have been divided into four broad groupings, characterized as follows:

**Group 1:** people "who share most fully the values of the dominant cultural group within the U.S."; dropped out of school for personal reasons (to marry, support the family, tired of school); learn on their own or through occasional classes; generally employed; families and others around them usually finished high school, are upwardly mobile. They tend to be "embarrassed by not having a high school diploma and find this the most significant barrier to self-esteem and job advancement." They can succeed in most GED (high school equivalency) programs and are not so afraid of learning in a classroom situation. The California Library Literacy Service generally addresses the needs of this group by means of referrals to GED or other local educational services.

**Group 2:** people having "far more serious educational deficiencies"; left school earlier than Group 1 types, some can't read or write at all; socialize in groups in which literacy is assumed; spouses may be literate; jobs may require more reading skills than they possess; live in constant fear that their illiteracy will be discovered; often can be reached through intensive recruitment campaigns; "overcoming their difficulties causes such dramatic changes in their personal lives that they speak of the change almost as though it were a religious conversion." Many of the CLLS's adult learners are within this group.

**Group 3:** people for whom reading is one of many major problems; live in inner-city or rural poverty areas; most left school because they were failing academically; if they do try Adult Basic Education programs, often they fail again; job-training programs are more attractive to them than traditional schooling; some persevere, hoping for a change to their situation. **Serving this population is a high priority for the CLLS.**

**Group 4:** generally hopeless about their future--"having largely given up believing that anything they can do will make a difference in their overall situations; out of sight and mind of the cultural majority; feel powerless, trapped." This is the most challenging group to reach and serve.

**5. Key Areas of Program Planning.** The strategies and activities involved in reaching the above target populations and building and sustaining an effective program ordinarily involve the following nine program components:

a. Recruiting - activities to recruit the following:

- 1) people who want to improve their literacy skills
- 2) people who want to tutor
- 3) people who can raise public awareness and support program efforts

- b. Training - activities to prepare library staff, literacy program staff, trainers, tutors, adult learners, and community coalition and neighborhood partners for literacy service
- c. Matching - activities to match needs and people resources, such as matching tutors with adult learners, and coalition participants with tasks
- d. Instruction - activities to provide adult literacy instruction, usually through volunteer one-on-one or small group tutoring
- e. Tutor/learner/family support - activities to support the adult learner-centered instructional process, and to encourage literacy activities within the family
- f. Coalition building - activities to build working partnerships and alliances with literacy service providers, human services agencies, service groups, and local decision-makers to raise awareness of the need for a more literate community
- g. Communications - activities to use radio, TV, print media, public speaking, and related activities to publicize and promote the literacy program in the community
- h. Planning and evaluation - activities to assess the results and effectiveness of services and activities in achieving program goals and objectives
- i. Resource development - activities for sustaining and enhancing financial and human resources at the local level to insure operation of the program in the years ahead.

**6. What the Program is NOT or does not pay for:**

- a. English as a Second Language (ESL) and advanced adult basic education (ABE) -

The California Library Literacy Service has focused its attention on adults and out-of-school youth who speak English but do not possess the most basic literacy skills. That is not because English as a second language and more advanced basic education are not important, but because most services for undereducated adults now offered in California are for intermediate and advanced basic education levels, and are predominantly utilized by speakers of other languages. The CLLS has developed a niche that complements these more traditional services.

While the greatest numbers of Californians who cannot read and write attended American schools, they tend not to respond to opportunities for a second chance. This is often because of negative school experiences which have left them doubtful of their ability to learn. The CLLS offers a new opportunity, and utilizes special recruitment efforts to make itself known to this largely-neglected segment of the population. The CLLS relates to the ESL and adult basic education/ GED services of public schools, community colleges, volunteer literacy programs and others by referring appropriate people to them, and working together to plan for comprehensive services for all who need them.

b. Library Materials and Equipment during **CLLS** years 2-5 -

The policy of the LCB is to approve budget requests for needed library materials and equipment only in the first year of a local program's establishment period and in the matching-funds program of the sixth and subsequent years.

7. **Resource Development.** State financial support is structured to transition responsibility to the local library jurisdiction over a five-year period. Commitment to local resource development is an integral part of the literacy program and should be included in planning from the beginning of a local literacy service.

**C. CONDITIONS OF AWARD**

1. **Financial.** Separate accounting must be maintained for each program to ensure responsible program management and the ability to submit timely and accurate financial reports. Financial and program records must be retained by CLLS funding recipients for a period of four years after the fiscal year in which the funds were granted.
2. **Approved Plan of Service/Budget Request.** The State Librarian's award letter is the official notice of approval. Conditions in the letter are binding and must be followed in the implementation and conduct of the program. The letter includes the approved budget which must be the basis for all financial expenditure reports.

A financial claim form is provided with the Plan of Service/Budget package to assure expeditious payment to approved programs. **The applicant must sign and submit this form (CLSA 47.lit) with the Application/Plan of Service/Budget. The Amount Claimed should be left blank,** since the award may be different from the amount requested. The amount will be entered by the State Library upon approval by the State Librarian.

Payment of the award to approved programs during the establishment period is made in two parts of approximately 50% each. The first payment is initiated at the time of notice of the award by the signed claim form and usually reaches the awardee within six weeks of the award letter. The second payment usually reaches the awardee in January. Those in the matching funds program receive a single payment, usually in January.

3. **Earning interest.** Recipients are encouraged to deposit CLLS grant funds in interest-bearing accounts wherever possible, with the understanding that interest earned on CLSA monies will be used for the purposes of the CLLS Act.
4. **Salary increases.** Salary increases for program staff members should be anticipated and included in budget planning.
5. **Budget adjustments of CLLS funds.** Recipients may wish to respond to unforeseen developments by adjusting the amounts allocated to approved budget categories within the literacy program (e.g. shifting funds from Personnel to Operations). Changes from one major budget category to another must be authorized in writing by the State Library, using a Budget Change Request form (BCR-53.CLC). Changes may be made within Operations without written approval, unless the change has major program impact. Detailed reporting instructions are included in "CLLS Semi-annual Reporting Procedures," which are sent to CLLS programs in late December or early January.

6. Carryover and continuation. **Carryover of year end unobligated CLSA funds is not permitted.** Requests to use unexpended or unobligated CLSA funds beyond the approved time period of the program as a no cost extension, will not be considered.

7. Personal memberships and travel. Use of CLSA funds for personal membership in organizations is not permitted. Use of funds for out-of-state travel is not permitted, except for routine neighboring state meetings needed to carry out approved program objectives.

8. Credit line. Print or media publications of and information released about CLSA-funded activities must credit the California Library Services Act. An appropriate statement for a publication is:

"This publication was supported in whole or in part by the State of California under the provisions of the California Library Services Act, administered by the Library of California Board."

As appropriate this disclaimer should be added:

"The opinions expressed herein do not necessarily reflect the position or policy of the Library of California Board or the California State Library and no official endorsement by those agencies should be inferred."

This credit line on Program publicity and products is important to all concerned in fostering State support for CLSA services.

9. Reporting and statistics. Assessing the progress of the program assists in its management at local and state levels. Semi-annual reporting to the State Library is required of all programs. Forms are provided to approved programs for a semi-annual progress report. **These are to be received by the California State Library Budget Office postmarked no later July 31<sup>st</sup> for the mid-year report and January 31<sup>st</sup> for the final report. Approval of financial claims and their subsequent disbursement will depend upon timely submission of required reports.** Local libraries may not be considered for CLLS grants if reports are delinquent from previous grant awards.

10. Requirements and attachments. State regulations require submission of documents, some with original signatures, in prescribed quantities. Failure to provide the items or copies called for by the required deadlines can delay processing of or invalidate an Application/Plan of Service/Budget.

11. Audits. The State Library may audit a program at any time. If a local audit is performed, under contract or by the program's jurisdiction, a copy must be sent to the State Library.

# **FORMS AND INSTRUCTIONS**

For

CLLS Request for Funding

## **GENERAL INSTRUCTIONS**

1. **Plan of Service Abstract.** Use CLSA-46 page 1 to present a one page summary of some key elements of the Plan. This will serve as the cover sheet for the completed application.
2. **Budget Request.** Use CLSA-46POS page 2 to present planned expenditures from both CLSA and other sources. These are the funds needed to implement the Plan of Service.
3. **Indirect Cost Detail.** No forms are provided for this requirement. If your jurisdiction charges for administration of grants, and you are requesting CLSA funds to pay for all or a portion of them, attach a description of the services covered by the indirect costs (e.g., accounting, personnel, etc.) and the method of indirect cost allocation (e.g., % of specified budget items).
4. **Plan of Service Narrative.** Use CLSA-46B, with additional pages as needed, to describe your plan to provide adult literacy services in the program year. Key areas of program planning listed in the Instructions should be used to organize your Plan. While brevity is appreciated, use as much space as necessary to adequately present your plans. **MAKE SURE THAT EACH PAGE CLEARLY IDENTIFIES THE TOPIC BEING ADDRESSED AND THE LIBRARY'S NAME.**
5. **Job Descriptions.** Include job descriptions **only** for those personnel whose duties will change significantly from the prior year. Short term specialist staff employed under personal services contracts need not be included.
6. **Local Resource Development Goals.** Use CLSA-46 page 3 to display planned development of local human and financial resources, a key element in the long term success of the local program. The annual setting of resource development goals is a very important part of this process.
7. **Claim Form.** Use CLSA-47.lit to claim the first of two payments. A second claim form will be sent to you during the program year, with instructions for claiming the second payment.

### **ASSEMBLE THE COMPLETED DOCUMENTS IN THE FOLLOWING ORDER:**

- 1) Plan of Service Abstract (CLSA-46 page 1)
- 2) Budget Request (CLSA-46 POS page 2) (**SIGNED BY LIBRARY DIRECTOR**)
- 3) Indirect Cost Detail [if claimed]
- 4) Plan of Service Narrative (CLSA-46B)
- 5) Job Descriptions (if appropriate)
- 6) Local Resource Development Goals (CLSA-46 page 3)
- 7) Payment Claim Form (CLSA-47.lit)

**Mail original and two (2) copies postmarked by May 31, 2001, to:**

**California State Library  
Budgets/Local Assistance, Literacy  
P.O. Box 942837  
Sacramento, CA 94237-0001**

For assistance call Carole Talan, Literacy Programs Coordinator, at 916-653-8032.

## **INSTRUCTIONS: CLLS PLAN OF SERVICE ABSTRACT (CLSA-46 page 1)**

Complete all information for the Plan of Service in the space provided. Use standard size type for legibility. Do not write in margins. Do not add additional pages or attachments.

1.     **Applicant.**   Enter full legal name of applicant library, system or institution.
2.     **Address.**     Enter street address, mailing address if different, city and ZIP code of applicant.
3.     **Contact.**     Enter name of person responsible for this Proposal who may be contacted for information about it. This contact person need not be the intended program director nor the library director.
4.     **Phone**        Enter telephone number with area code of program contact person.
5.     **Districts.**   Enter the number(s) of the California Assembly and Senate Electoral Districts in which program activities will be conducted.
6.     **# of FTE.**    Enter the number of full-time-equivalent positions you plan to operate your literacy service.
7.     **Principal Outcomes.**   Identify principle outcome goals you intend to accomplish with respect to the following service indicators:  
  
  Number of adult learners to be served  
  Number of tutors to be trained  
  Number of library branches to be included
8.     **Proposed Operating Budget.** CLSA Request, any other revenues, and total.
9.     **Signature.**   The Library Director indicates by signing here that the application is consistent with the California Library Literacy Services Act.
10.    **Date.**         Enter the date of signature by the Library Director.

**PLAN OF SERVICE ABSTRACT** (CLSA-46 page 1)

- Library Director

**INSTRUCTIONS: CLLS BUDGET REQUEST (CLSA-46 page 2)**

**Explanation of Lines 1 through 6**

1. **Personnel** Enter here the amount to be expended for salaries and benefits for all literacy program personnel employed directly by the library. Short term staff employed under personal services contracts should be included under operating expenses (Line 3a).
2. **Library Materials** -Enter here the amount to be expended for the library's general collection to support the California Library Literacy Service (Note the distinction of "Library Materials" from "Instructional Resources," under "Operations").

**NOTE: CLSA expenditures for Library Materials are allowable only during the FIRST FISCAL year of a literacy program's establishment period.**

3. **Operations** - Enter the total operating expenses to be incurred by the literacy program. Enter the breakdown per line item as follows:
  - a) Contract services – Short-term staff employed under personal services contracts.
  - b) Travel - Expenditures made to support travel expenses incurred by personnel performing services for the program (CLSA funds may not be used for out-of-state travel).
  - c) Office supplies.
  - d) Printing - Duplicating, photocopying and printing costs.
  - e) Instructional Resources - Materials used in regular instructional activity, often retained by instructors and learners (not to include materials acquired for the library's circulating or reference collection, which are "Library Materials").
  - f) Communications - Phone, fax, e-mail, postage, and other communications expenses.
  - g) Other - All other operating expenses incurred by the program which do not fit into the above six categories from 3a to 3f (normally there will not be "other" expenses).

For each column, sum lines 3a through 3g down the page and place totals on line 3, "Operation."

**INSTRUCTIONS: CLLS BUDGET REQUEST (CLSA-46 page 2) {continued}**

4. **Equipment** - Long-term, depreciable items that are not part of the annual operating budget.

**NOTE:** CLSA expenditures for Equipment are allowable only during the FIRST FISCAL year of a literacy program's establishment period.

5. **Indirect** - Enter any indirect costs or fiscal agent fees charged to the literacy program during the budget year. If you plan to use CLSA funds for indirect costs, you must attach a separate sheet describing exactly which services are provided to the literacy program in exchange for the indirect costs/fiscal agent fees and how charges are allocated. Such services generally include customary charges for payroll processing, accounting, space, utilities, etc., as designated by city or county administration.
6. **Total** - For each column, sum lines 1 through 5 down the page (don't include 3a-3g in the total).

**Explanation of Columns a through c**

- a. **Total CLSA Budget Request** - Enter the CLSA budget request for the categories listed above. Also indicate expenses for operations (a-g) as provided.
- b. **Other Budget** - Enter all the Other funds to be budgeted and used to support the literacy program. This column includes cash on hand from all other sources at start of fiscal year, cash received during each subsequent quarter and cash you are certain to receive and budget for this fiscal year.

**Reporting these will not reduce the amount of funds you are eligible to receive under the CLSA Literacy Program.** Do not include in-kind resources here, see separate sheet for estimating in-kind contributions. This information is essential in developing a true picture of overall program cost. Include funds allocated by the library jurisdiction for direct support of literacy services.

- c. **Total Yearly Budget** - Add the Total CLSA budget (column a) to Other funds (column b).

**CLSA Program Budget Request for California Library Literacy Service Programs**  
Fiscal Year 2001/02

Name of Library

Library Director's Signature

Date

Budget Categories	(a) CLSA Budget Request	(b) Other Budget	(c) Total Estimated Yearly Budget (a + b)	Approved CLSA Budget (Completed by CSL)  _____ Dr. Kevin Starr
1. Personnel (Including Benefits)				
2. Library Materials				
3. Operations Total (3a-3g)				
3a. Contract Services				
3b. Travel				
3c. Office Supplies				
3d. Printing				
3e. Instructional Resources				
3f. Communications				
3g. Other				
4. Equipment				
5. Indirect				
<b>6. TOTAL</b>				

## **INSTRUCTIONS: CLLS PLAN OF SERVICE NARRATIVE (CLSA-46B)**

Carefully review your 2000/01 Plan of Service. Note the progress you have made this year, the problems you have encountered, and the solutions you are implementing. For each of the key areas listed below, please describe your **goals, objectives, and planned major activities** (with specific timelines) for the year ahead. Please use as much space as necessary to adequately describe your plans.

If you have plans or problems that don't seem to fit in the defined areas, or that span several of them, feel free to address them separately, being sure to clearly identify that is what you are doing.

Please copy and use the attached form CLSA-46B for each page of your Plan.

### **Key Areas of Program Planning**

- 1. Integrating Adult Literacy program into ongoing library Services/Operations.**
- 2. Recruiting -**
  - a) adult learners
  - b) tutors
  - c) volunteers to support the literacy service in other ways
- 3. Training -** of library staff, literacy program staff, trainers, tutors, adult learners, community coalition and neighborhood partners, and others.
- 4. Matching -** tutors and adult learners, coalition participants and tasks, and other volunteers with tasks to strengthen your literacy services.
- 5. Tutoring -** instructional activities and how they will be carried out.
- 6. Coalition building -** building working partnerships with other organizations such as employers, churches, literacy service providers, health and human services agencies, service groups, and local decision-makers for joint activities and support of your literacy services.
- 7. Communications -** use of local and regional radio, TV, print media, public speaking, and related communication tactics to publicize and promote the literacy program in the community.
- 8. Planning and evaluation -** results and effectiveness of activities described in the Plan of Service.
- 9. Resource Development -** development of financial and human resources for ongoing literacy services.

**Library Name** \_\_\_\_\_

## **INSTRUCTIONS: CLLS RESOURCE DEVELOPMENT GOALS (CLSA-46 page 3)**

**Goals for Resource Development should be set in the 4 following key areas:**

- 1. Funding (budgeted/cash) from other (non-CLSA) sources**
- 2. In-kind in Dollars**
- 3. Volunteer Hours in Instruction**
- 4. Volunteer Hours in Talent/Support Services**

### **Definitions**

**In-kind in Dollars** means **in lieu of cash**. A person or organization gives the program space, goods or personal professional services for which they ordinarily and customarily would otherwise expect a cash payment. It is important to include **only** in-kind contributions for which cash payments are in fact foregone.

Express in-kind in dollar amounts for each sector that lends its support (church and service organizations, business, education, county and municipal, foundation or other).

### **Here are some examples of in-kind contributions:**

A private attorney, as part of his customary professional practice, prepares non-profit incorporation papers. He donates two hours professional time to provide this service for your program. This professional ordinarily charges a client \$100/hour. Therefore, you would report \$200.00 as an in-kind contribution.

An organization which ordinarily charges rent for its space, prints materials or sells a product, waives the customary charge to you. What is customarily charged (or the difference between what is ordinarily charged and what the program gets charged) is considered in-kind.

The actual cost of producing and developing a radio or television spot such as studio space, technical equipment used, the talent provided for your program when provided without charge is in-kind. However, the broadcasting of a public service announcement, newscasts and documentary stories are not considered in-kind since customarily any reputable service organization can receive coverage which is free.

Along with local library jurisdiction dollars budgeted for the literacy program (which is shown on the Budget Request Form under Other Budget), a library jurisdiction can support the program by dedicating other resources as in-kind. For example, the professional time of a jurisdiction's graphic designer, public information officer, or fund development professional when used to support literacy efforts should be reported as in-kind.

(over)

**INSTRUCTIONS: CLLS RESOURCE DEVELOPMENT GOALS (CLSA-46 page 3) { continued }**

There are some local resources that you have developed or are developing in partnership with others in your community that are not considered in-kind contributions for the purposes of this application.

Here are some examples of contributions which are not in-kind:

A church's social ministry provides space or the use of a copier for which a cash payment is not expected since church financial resources already provide for rent and utilities of space or reproduction services.

A boys club or community center provides space to organizations as a matter of policy. It is customarily provided free of charge.

Customary charges for space rental, utilities, equipment depreciations, accounting and any other administrative activities performed by the municipality or county and computed as Indirect and budgeted as CLSA category are also not considered In-kind.

**Volunteer Hours in Literacy Instruction** means time contributed in providing adult literacy instruction one-on-one or in small groups.

**Volunteer Hours in Talent/Support Services** means time contributed to the literacy program in ways other than literacy instruction. Do not include professional services which are reported as In-kind in Dollars, above.

Library Name \_\_\_\_\_

**Resource Development Goals (CLSA-46 page 3):**

Enter the estimated amounts of cash and in-kind resources projected to be received.

Cash in dollars \_\_\_\_\_

In-kind contribution in dollars \_\_\_\_\_

Volunteer hours in literacy instruction \_\_\_\_\_

Volunteer hours in Talent/Support services \_\_\_\_\_

**2001/02 CLSA FUNDING PROJECTIONS**  
**Programs in Years 2-5**  
**California Library Literacy Service**

Anaheim Public Library	\$58,711
Arcadia Public Library	\$66,427
Calaveras County Library	\$45,050
Covina Public Library	\$73,793
Lodi Public Library	\$78,473
Monrovia Public Library	\$100,872
Nevada County Library	\$60,895
Oceanside Public Library	\$69,249
Oxnard Public Library	\$114,900
City of Porterville Public Library	\$95,500
Riverside County Library	\$143,117
San Juan Bautista City Library	\$63,972
Susanville District Library	\$41,677
Tulare County Free Library	\$90,145
Tulare Public Library	\$102,026
Yuba County Library	\$67,700
<hr/>	
TOTAL:	\$1,272,497

**State of California  
California Library Services Act**

**2001/02 CLAIM FORM**

**Special Services  
California Library Literacy Service  
(Educ. Code Sec. 18733)**

The \_\_\_\_\_ claims the indicated allowance for the purposes of carrying out the functions stated in Chapter 4, Article 4.2, Section 18733 of the Education Code and California Library Services Act document CLSA46.

I hereby certify under penalty of perjury: that the library named above shall use their allowance solely for the purposes indicated in Chapter 4, Article 4.2, Section 18733 of the Education Code and California Library Services Act document CLSA46.

\_\_\_\_\_  
Library Director (signature)

\_\_\_\_\_  
Typed Name of Signatory

**CLAIM FOR PAYMENT OF GRANT**

Claim of \_\_\_\_\_  
Name of Authorized Library

Address \_\_\_\_\_

Date \_\_\_\_\_

Amount Claimed:

<b>State Library Use Only</b>
Amount Claimed: CLSA Literacy \$ _____
PCA# 91937

**CERTIFICATION**

I hereby certify under penalty of perjury: that I am the duly authorized officer of the claimant herein; that claim is in all true, correct and in accordance with law and that payment has not previously been received for the amount claimed herein.

By: \_\_\_\_\_  
Official Representative of Fiscal Agent Title

Note: Warrant to be issued for payment to the library to be addressed to:

\_\_\_\_\_  
(Authorized agency to receive, disburse and account for CLSA funds)

\_\_\_\_\_  
(Address of above agency)

Approval by the State:

<b>CSL BUDGET OFFICE/LOCAL ASSISTANCE</b>
BY: _____
DATE: _____